

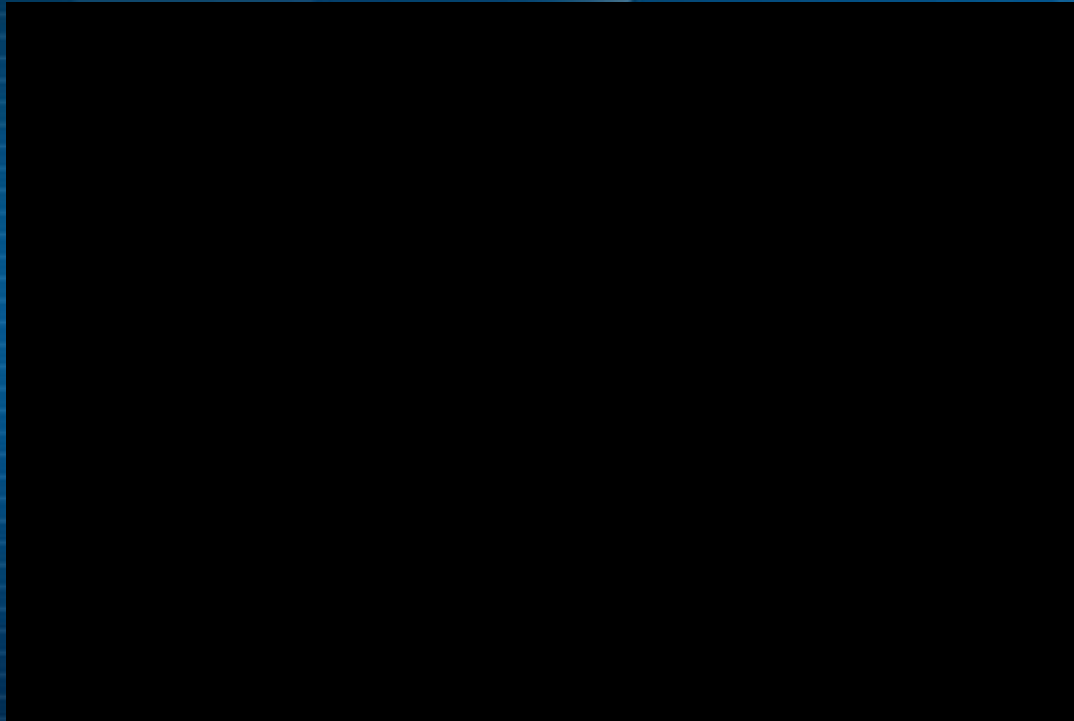
Standards Aligned System

Penn Hills School District



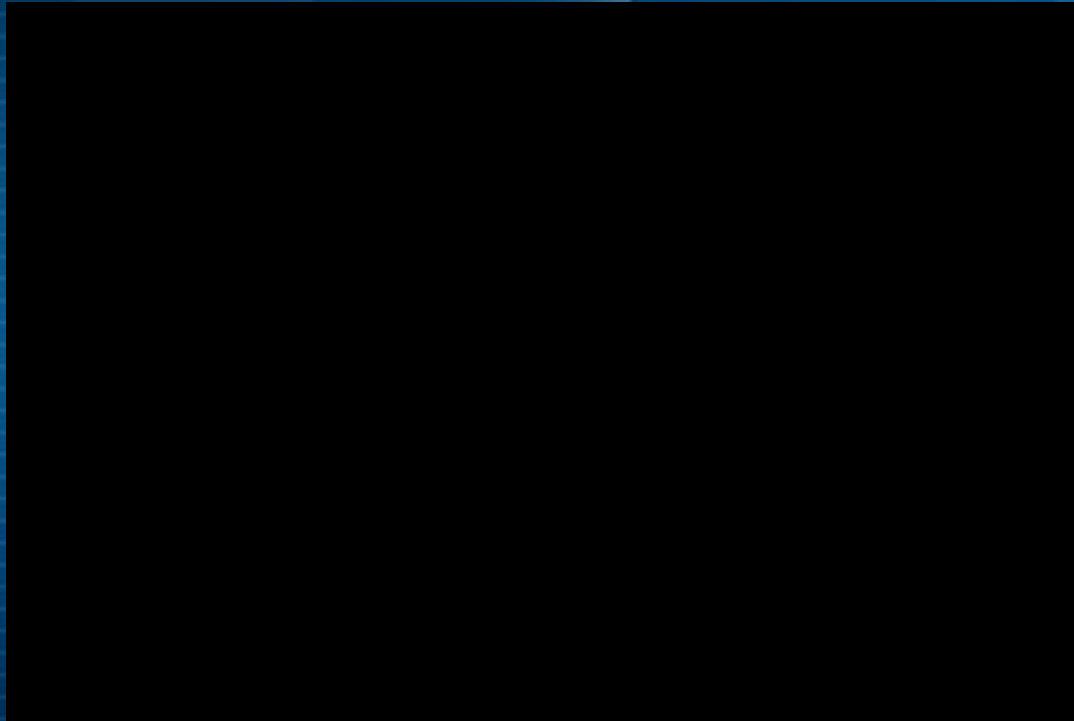


Standards Aligned System



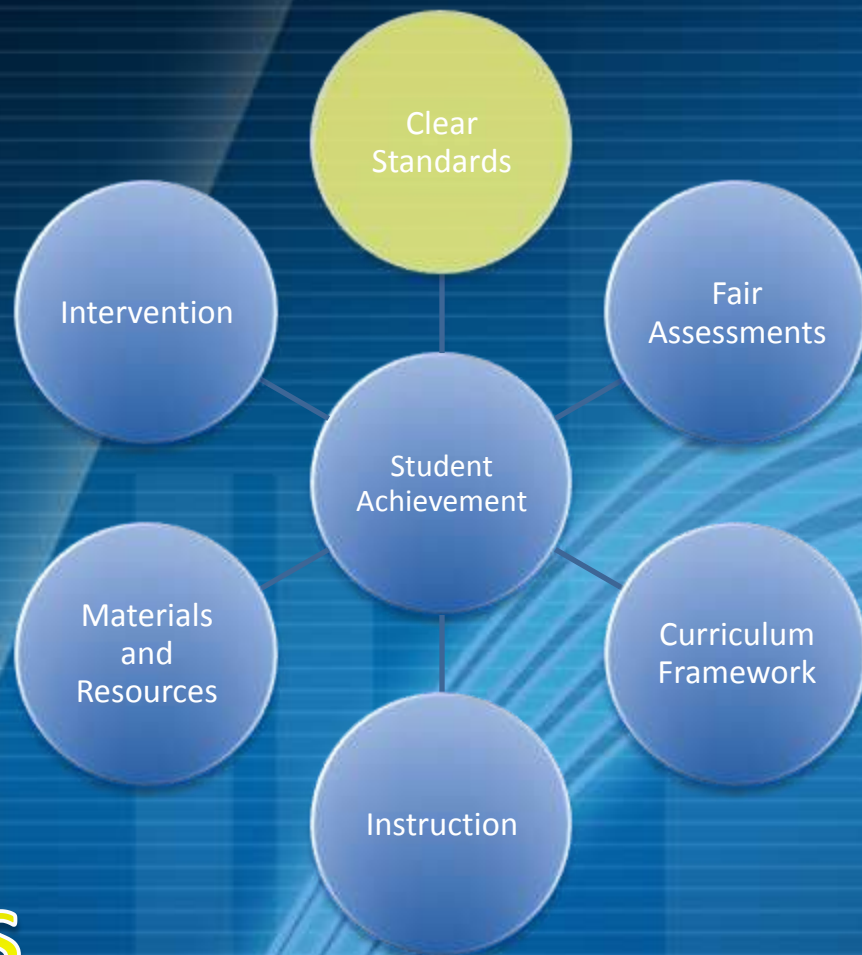


Every Child By Name



Standards Aligned Systems

CLEAR STANDARDS





13 Sets of Standards

- Reading, Writing, Speaking and Listening
- Mathematics
- Science and Technology
- Environment and Ecology
- Civics and Government
- Economics
- History
- Geography
- Arts and Humanities
- Health, Safety and Physical Education
- Family and Consumer Sciences
- World Languages
- Career Education and Work



Standard Coding

1.4.3.A

Subject Area

Standard Area

Grade Level

Ordinal Descriptor



Standard Coding

R3.A.1.1

Subject Area

Grade Level

Reporting
Category

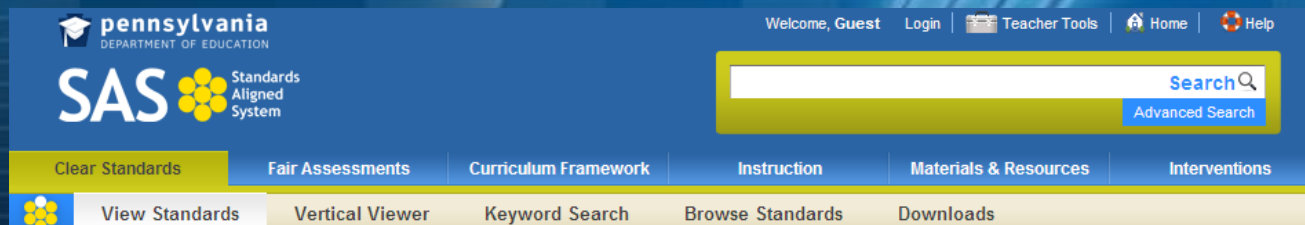
Assessment
Anchor

Descriptor



Clear Standards

- View Standards
- Vertical Viewer
- Keyword Search
- Browse Standards
- Downloads





View Standards

View Standards by subject and Grade Level

View Standards by Subject Area and Grade Level

View by Subject Area

All Subject Areas ▼

View by Grade Level

Select a Grade Level ▼

Search

View Standards by Course

View Standards by Course

View by Course

Select a Course ▼

Search



Vertical Viewer

- Use the Vertical Viewer to take a closer look at the Pennsylvania standards as the complexity and sophistication increases throughout the grades. Select a subject area and standard area to see the standards students are expected to achieve as they progress through school.

See Grades 3 - 8	GRADE 8	GRADE 9	GRADE 12	US HISTORY 1850- PRESENT	WORLD HISTORY 1450 -PRESENT
Contributions from Individuals and Groups (US History)	<u>8.3.8.A</u> : Examine the role groups and individuals played in the <u>social, political,</u> cultural, and <u>economic</u> development of the United States.	<u>8.3.9.A</u> : Compare the role groups and individuals played in the <u>social, political,</u> cultural, and <u>economic</u> development of the U.S.	<u>8.3.12.A</u> : Evaluate the role groups and individuals from the U.S. played in the <u>social, political,</u> cultural, and <u>economic</u> development of the world.	<u>8.3.U.A</u> : Compare the role groups and individuals played in the <u>social, political,</u> cultural, and <u>economic</u> development of the U.S.	<u>8.3.W.A</u> : Intentionally Blank



Keyword Search

Keyword Search

Search

Select a Grade Level

Select a Subject Area

or

Select a Course

Search

Use the check boxes below to limit your search. For example, if you only want to see where the word you are searching shows up in eligible content, check the Eligible Content box.

☐ Subject Area ☐ Standard Area ☐ Standard ☐ Anchor ☐ Anchor Descriptor ☐ Eligible Content

Search



Browse Standards

- In Browse Standards, statements are arranged within standard areas from the standard statements to the anchors down to the eligible content.

Reset Browse Standards

⬇ - Drill Down 🌐 - Resource 🖨 - Print 📄 - Create PDF

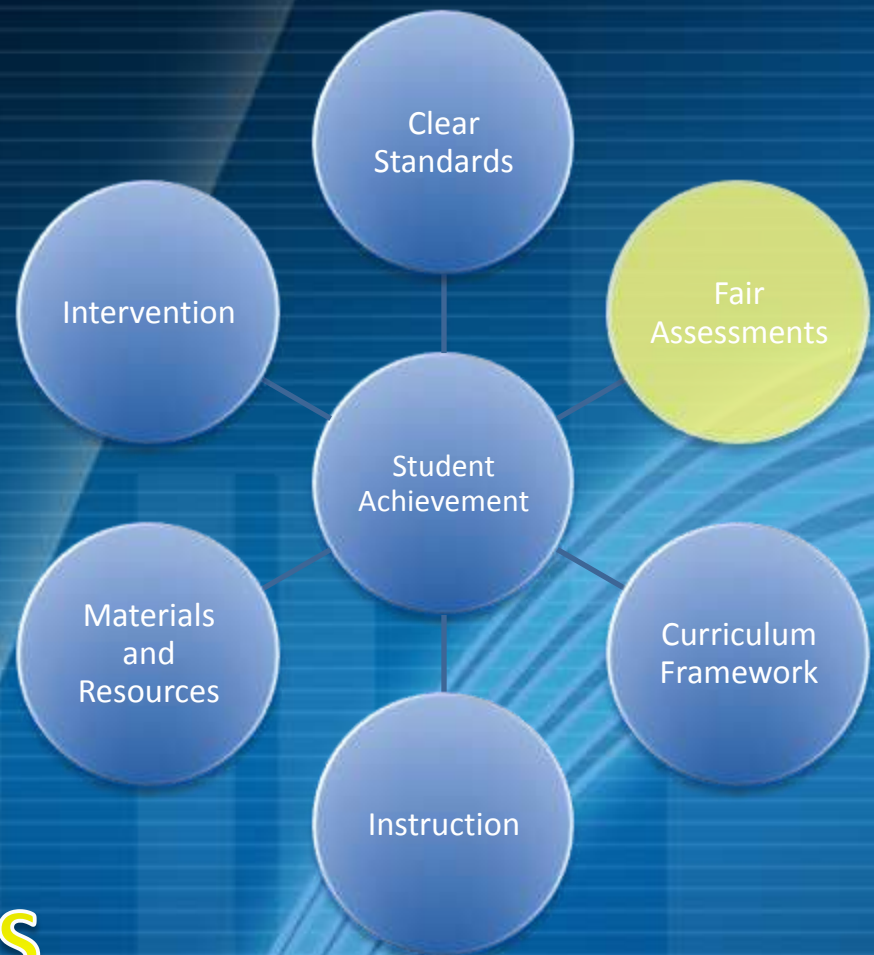
Subject Area - 2: Mathematics	
Standard Area - 2.8: Algebra and Functions	🖨 📄
Course - 2.8.A1: ALGEBRA I	🖨 📄
Standard - 2.8.A1.B: Evaluate and simplify not understood algebraic expressions and solve and graph linear equations and inequalities.	🖨 📄
Assessment Anchor - A1.1.1: Operations with Real Numbers and Expressions	🖨 📄
Anchor Descriptor - A1.1.1.1: Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).	🖨 📄
Eligible Content	
🌐 A1.1.1.1.1: Compare and/or order any real numbers (rational and irrational may be mixed).	
🌐 A1.1.1.1.2: Simplify square roots (e.g., $\sqrt{24} = 2\sqrt{6}$).	



Downloads

- These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education. The course level standards are offered as a voluntary resource for Pennsylvania's schools.



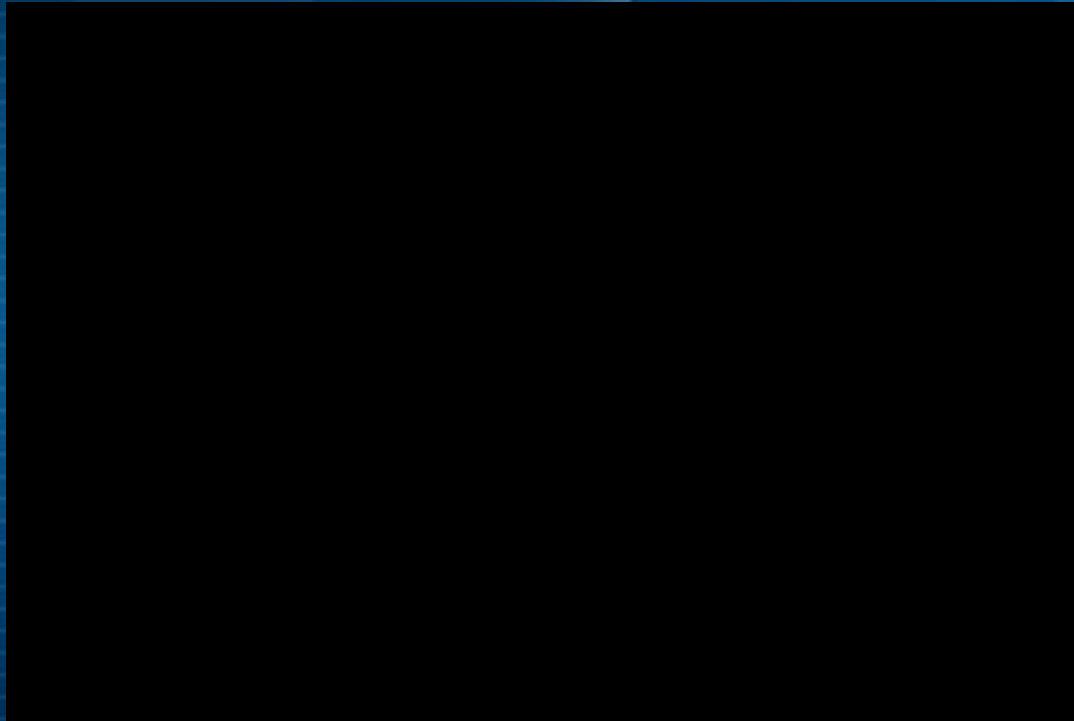


Standards Aligned Systems

FAIR ASSESSMENTS



Fair Assessments





Assessments in Pennsylvania

- Summative
- Formative
- Benchmark
- Diagnostic





Summative Assessment

- Measures overall achievement typically at the end of the year, a course, or a meaningful unit of study
- Often used for grading, accountability, and/or research/evaluation



Formative Assessment

- Is not a test
- It is a **process** used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes



Formative Assessment Tools & Strategies

- White boards
- Questioning techniques
- Active engagement check-ins such as response cards, traffic lights, thumbs-up
- Random reporter
- Observation
- Misconception analysis
- Think-pair-share



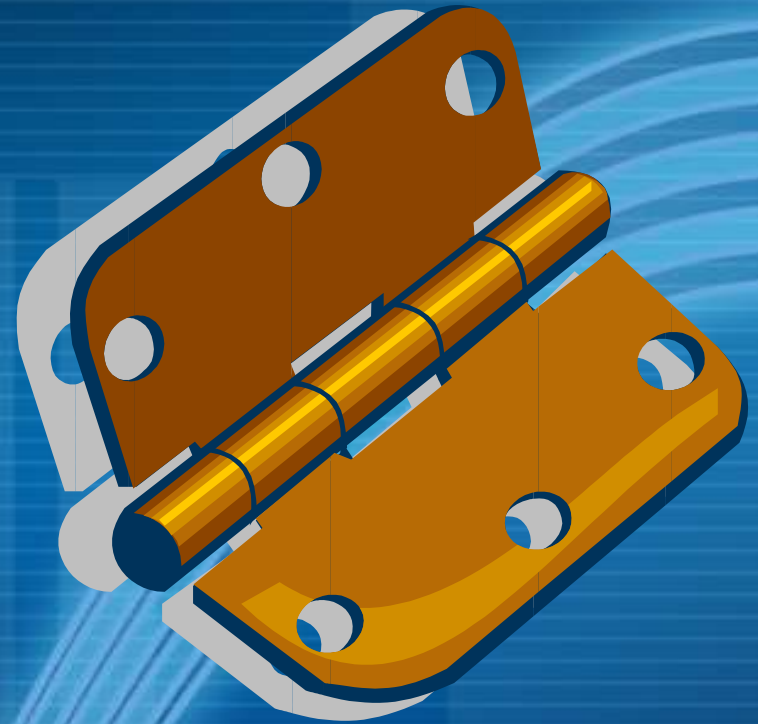
Six attributes of formative assessment from CCSSO researchers & practitioners

- Learning Progressions
 - Describes how concepts and skills build in a domain
- Learning Goals
 - Students know goals and what success looks like
- Embedded in Instruction
 - Assessment integrated seamlessly into instruction
- Specific feedback
 - Specific feedback reflects what students can do to improve
- Collaboration
 - Students are *bona fide* partners in the learning process
- Self and peer-assessment
 - Builds metacognitive skills



Hinge Question

- Questions to ask before continuing the lesson to check for understanding





Benchmark Assessment

- Measures achievement of important grade level content periodically during the year
- Some benchmark assessments, including 4Sight Reading and Math, predict how a group of students would perform if the PSSA were given on that same day
- Some districts use benchmark assessments that measure achievement of content taught in the past 6-8 weeks



Diagnostic Assessment

- Measures and identifies specific student strengths, weaknesses, skills and knowledge before and during instruction
- Results are used to plan instruction or intervention so that individual student needs are addressed
- PA will use a Computer-Adaptive testing approach



Fair Assessments

- About Assessments
- Assessment Builder
- Reference Materials
- Diagnostic

The screenshot shows the SAS (Standards Aligned System) website. At the top left is the Pennsylvania Department of Education logo. To its right is the 'SAS' logo with the text 'Standards Aligned System'. On the right side of the header, there are links for 'Welcome, Guest', 'Login', 'Teacher Tools', 'Home', and 'Help'. Below the header is a search bar with a 'Search' button and a link to 'Advanced Search'. A navigation bar below the search bar contains links for 'Clear Standards', 'Fair Assessments' (which is highlighted), 'Curriculum Framework', 'Instruction', 'Materials & Resources', and 'Interventions'. Below this navigation bar is a secondary navigation bar with links for 'About Assessments', 'Assessment Builder', 'Reference Materials', and 'Diagnostic'. The 'About Assessments' link is highlighted with a yellow flower icon.



Assessment Builder

- The Assessment Builder allows you to create printable tests to help you gain a better understanding of your students' mastery of PA concepts and Academic Standards. Once you create your assessment, you can view a teacher version with answers and a student version in addition to being able to save it to your ePortfolio.

Keyword Search

Search

Select Subject Area

Select a Grade Level

Question Type(s):

All Subject Areas

Select a Grade Level

All

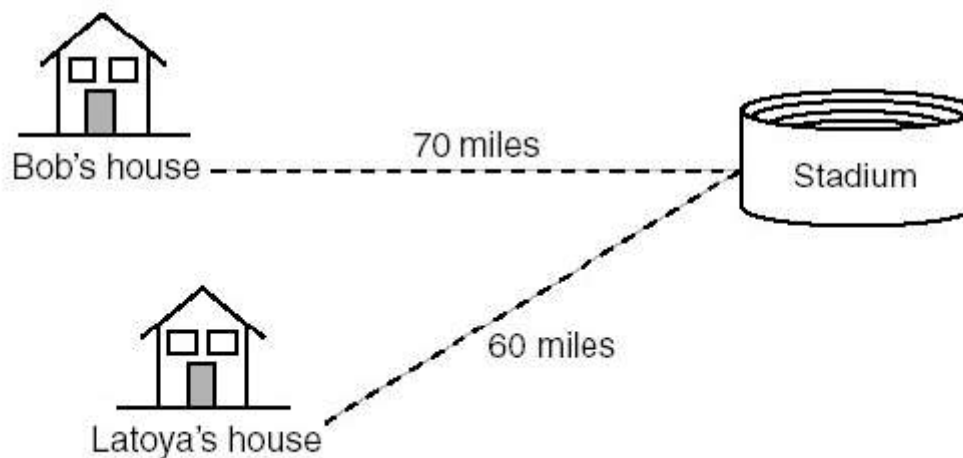
Search

Advanced Search



Assessment Builder

Bob and Latoya both drove to a baseball game at a college stadium. Bob lives 70 miles from the stadium and Latoya lives 60 miles from it, as shown in the accompanying diagram. Bob drove at a rate of 50 miles per hour, and Latoya drove at a rate of 40 miles per hour. If they both left home at the same time, who got to the stadium first?



Ninth Grade Math Question



Reference Materials

- Access reference materials and other resources related to Fair Assessments

What is PASA?

What is PASA?

Formative Assessment Resources:

http://www.ccsso.org/projects/scass/projects/formative_assessment_for_students_and_teachers/11541.cfm

http://www.ccsso.org/projects/scass/projects/formative_assessment_for_students_and_teachers/11472.cfm

PSSA Assessment Anchors and Eligible Content:

http://www.portal.state.pa.us/portal/server.pt/community/bureau_of_assessment__accountability/7332

Assessment Anchor Information

Get Ready, Get Set, GO! Assessment Anchor PowerPoint Presentation

PSSA Assessment Handbook and other resource materials:

http://www.portal.state.pa.us/portal/server.pt/community/bureau_of_assessment__accountability/7332

Pennsylvania Value-Added Assessment System (PVAAS) Resources:



Diagnostic

- The Pennsylvania Department of Education is in the process of developing on-line classroom diagnostic assessments for reading, mathematics, science, and social studies. The diagnostic assessments will be available for students in grade 6 through high school. The math assessments will be field tested in May 2010 and will be available for use in the fall of 2010. The other content areas will be phased in between December 2010 and September 2011.

TEACHER NAME: SYLVIA WHITE

GRADE: 7

GROUP: FIRST PERIOD MATH CLASS

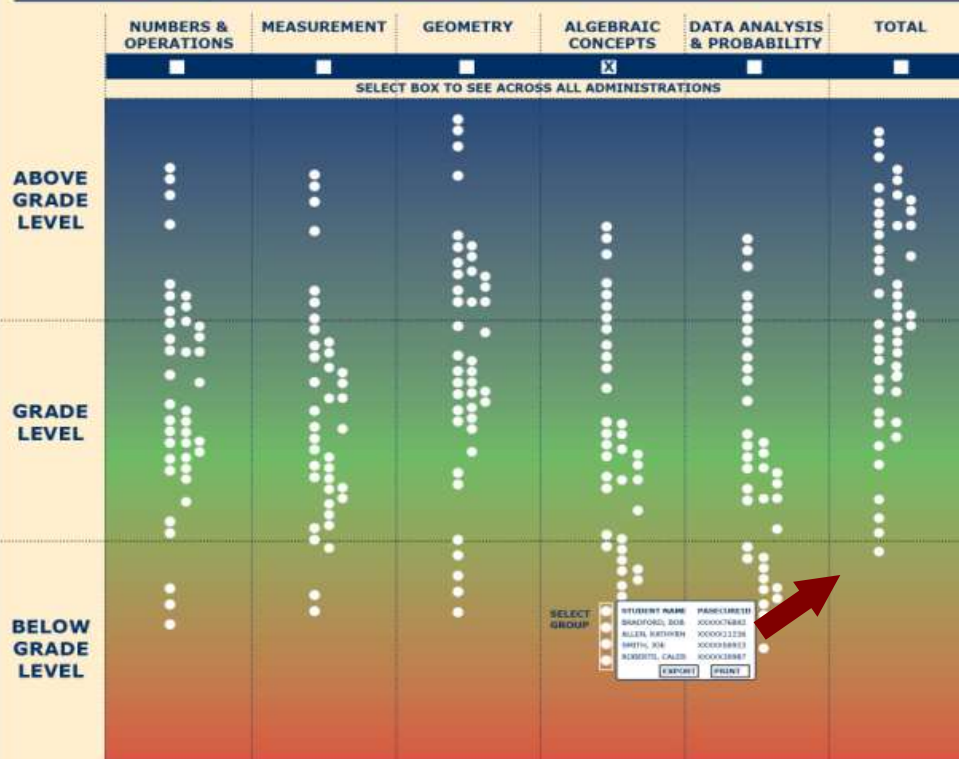
SUBJECT: MATHEMATICS

TEST DATE: DECEMBER 2010



Group Diagnostic Report

Group Diagnostic Map - Administration 2



INSTRUCTIONAL STRATEGIES

THIS REPORT SHOWS at this stage this group of students need to build skills in the following areas:

- Algebraic Concepts: [Fractions and Expressions](#)
- Data Analysis & Probability: [Scaling, Labeling, and Presentation of Data](#)

CURRICULUM RESOURCES

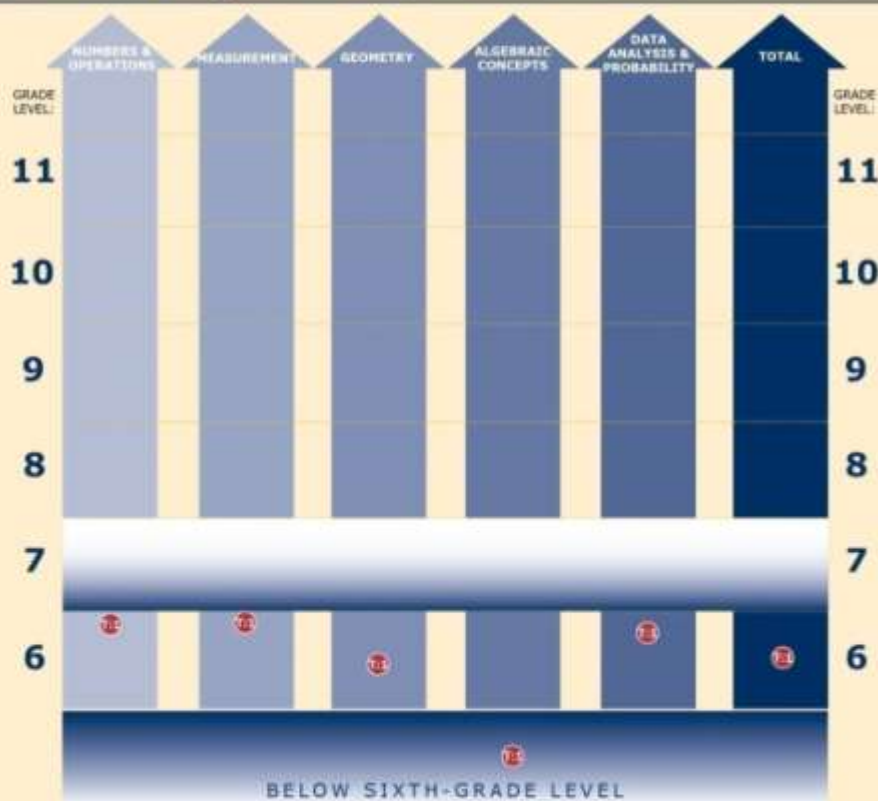
- UNIT AC:3-4 [Fractions Describe Parts of a Whole](#)
 - LESSON 3-4-1 [Sharing Brownies-Fractions Represent a Fair Share](#)
 - LESSON 3-4-2 [Fraction Strips](#)
 - LESSON 3-4-3 [Fractions of a Set](#)
- UNIT AC:5-2 [Solving Problems with Fractions and Decimals](#)
 - LESSON 5-2-1 [Predicting Sums and Differences](#)
 - LESSON 5-2-2 [Multiplying and Dividing by Numbers Close to One](#)
 - LESSON 5-2-3 [Problem Solving with Fractions](#)
- UNIT DAP:6-5 [Graphical Representations of Data and the Measures of Central Tendency](#)
 - LESSON 6-5-1 [Using Graphs to Investigate Variability in Data](#)
 - LESSON 6-5-2 [Variation within Data Sets with the Same Mean Value](#)
 - LESSON 6-5-3 [Choosing a Measure of Central Tendency](#)
- RESOURCE 1
<http://www.tutorvista.com/content/math/statistics-and-probability/graphical-representation/graphical-representationindex>

STUDENT NAME: CLINT ALLEN
PAsecureID: XXXXX12345
GRADE: 7
SUBJECT: MATHEMATICS
TEST DATE: SEPTEMBER 2010



Student Diagnostic Report

Individual Diagnostic Map



SEPTEMBER 2010

INSTRUCTIONAL STRATEGIES

THIS REPORT SHOWS at this stage **CLINT ALLEN** needs to build skills in the following areas:

- Geometry: Area and Volume
- Algebraic Concepts: Fractions

CURRICULUM RESOURCES

- ▶ UNIT G:6-2 Using Area and Volume to Problem-Solve
 - ▶ LESSON 6-2-1 Constant Perimeter and Changing Area
 - ▶ LESSON 6-2-2 Discovering π in a Circle
 - ▶ LESSON 6-2-3 Areas and Volumes of Ziggurats
- ▶ UNIT AC:3-4 Fractions Describe Parts of a Whole
 - ▶ LESSON 3-4-1 Sharing Brownies-Fractions Represent a Fair Share
 - ▶ LESSON 3-4-2 Fraction Strips
 - ▶ LESSON 3-4-3 Fractions of a Set
- ▶ UNIT AC:5-2 Solving Problems with Fractions and Decimals
 - ▶ LESSON 5-2-1 Predicting Sums and Differences
 - ▶ LESSON 5-2-2 Multiplying and Dividing by Numbers Close to One
 - ▶ LESSON 5-2-3 Problem Solving with Fractions
- ▶ RESOURCE 1
<http://www.tutorvista.com/content/math/statistics-and-probability/graphical-representation/graphical-representationindex>

STUDENT NAME: CLINT ALLEN

PAsecureID: XXXXX12345

GRADE: 7

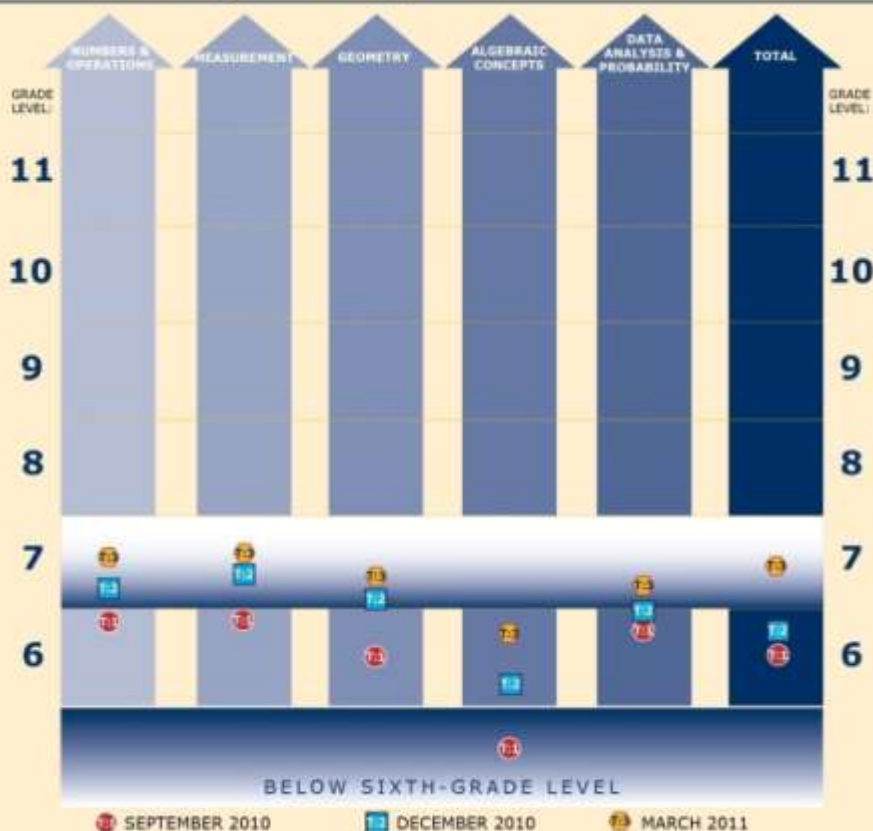
SUBJECT: MATHEMATICS

TEST DATE: MARCH 2011

STANDARDS
ALIGNED
SYSTEM

Student Diagnostic Report

Individual Diagnostic Map



INSTRUCTIONAL STRATEGIES

THIS REPORT SHOWS at this stage **CLINT ALLEN** needs to build skills in the following areas:

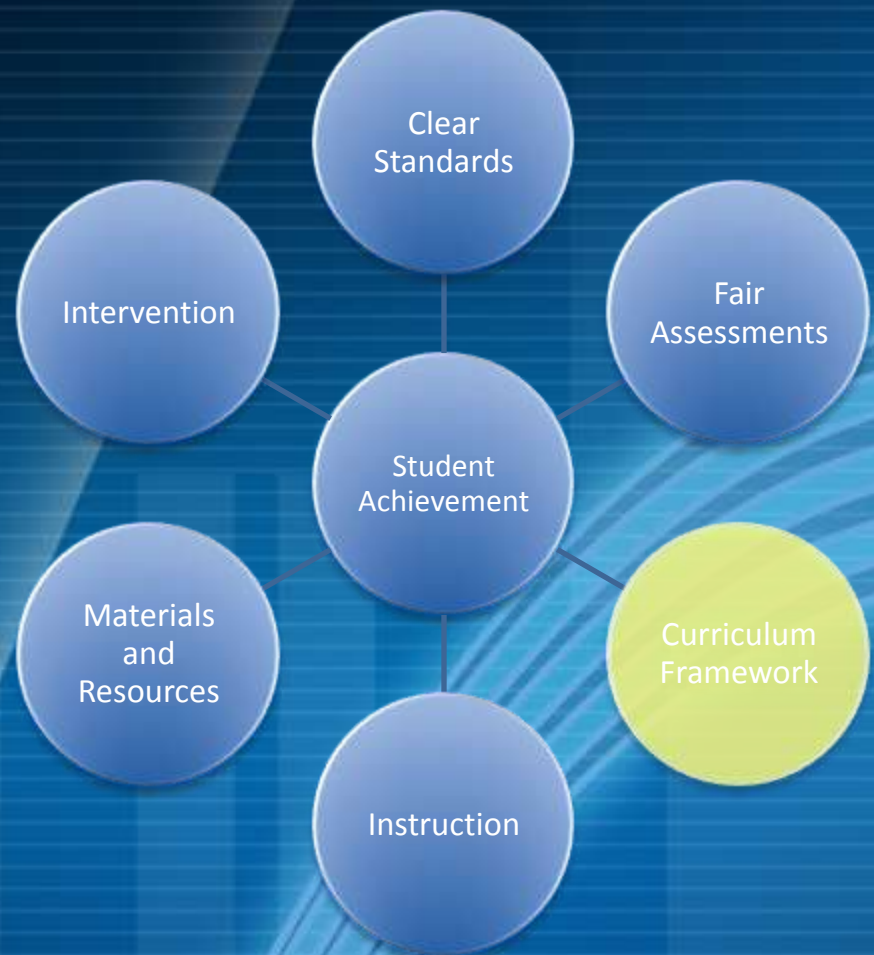
- Algebraic Concepts: Fractions and Functions

CURRICULUM RESOURCES

- ▶ UNIT AC:6-3 Writing Mathematical Expressions and Equations
 - ▶ LESSON 6-3-1 Expressions Involving Variables
 - ▶ LESSON 6-3-2 Counting Tiles in Many Ways
 - ▶ LESSON 6-3-3 Focus on Order and Properties
- ▶ UNIT AC:7-4 Linear Relationships
 - ▶ LESSON 7-4-1 Using Patterns to Predict
 - ▶ LESSON 7-4-2 Linear Functions
 - ▶ LESSON 7-4-3 Comparing Linear Functions
- ▶ RESOURCE 1
<http://www.tutorvista.com/content/math/statistics-and-probability/graphical-representation/graphical-representationindex>

Standards Aligned Systems

CURRICULUM FRAMEWORK FRAMEWORK





Curriculum Framework

- Big Ideas
- Concepts
- Essential Questions
- Competencies
- Vocabulary
- Exemplars





Curriculum Framework

Big Ideas

- Historical context is needed to comprehend time and space.

Essential Questions

- Why is time and space important to the study of history?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

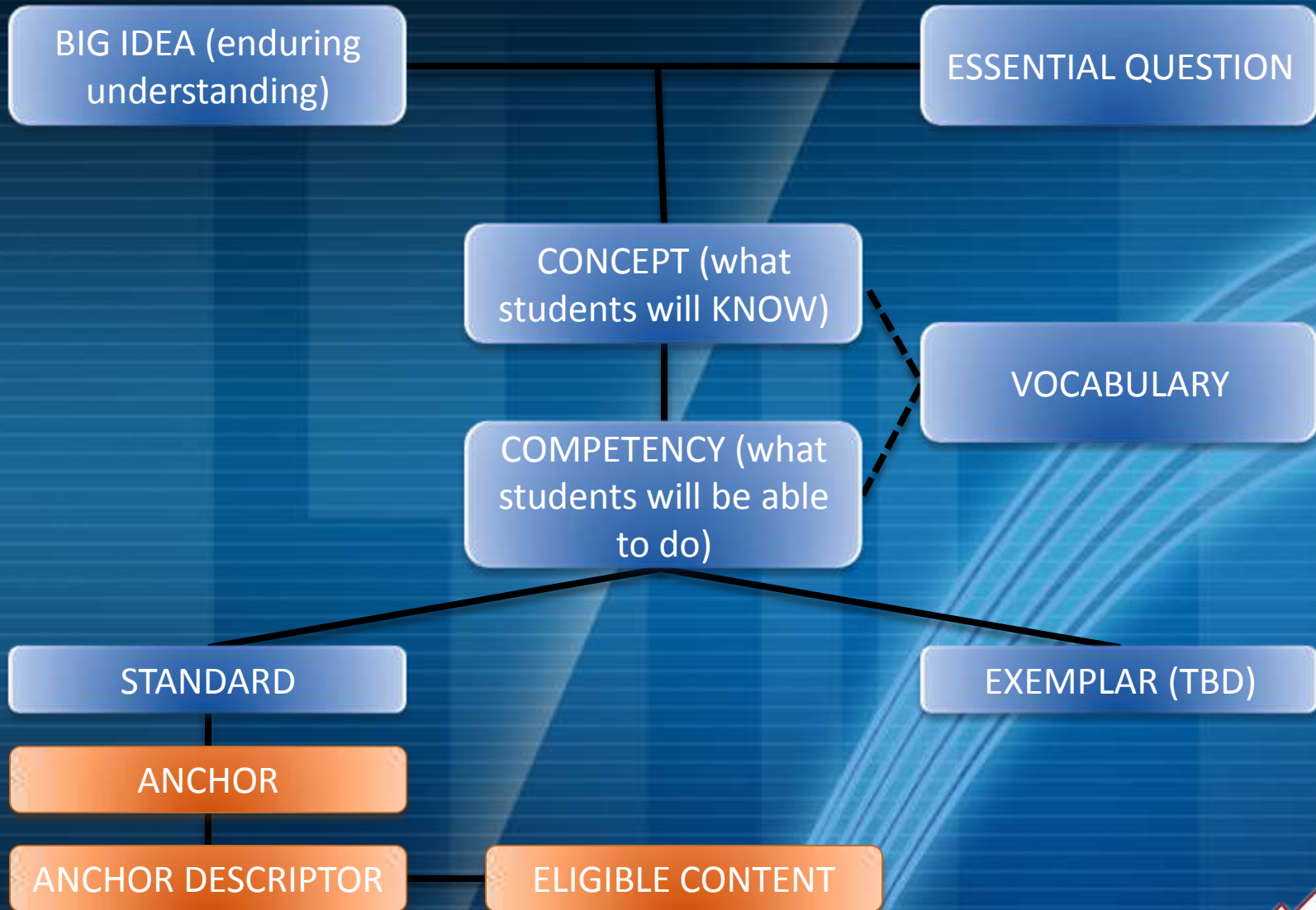
Competencies

- Articulate the context of a historical event or action

Standards/Eligible Content

- 8.1.5.A, 8.1.7.A, 8.1.9.A, 8.1.12.B, 8.1.U.B, 8.1.W.B

From the 11th Grade History Curriculum Framework





Big Ideas

- Declarative statements that describe concepts that transcend grade levels
- Big Ideas are essential to provide focus on specific content for all students





Concepts

- Describe what students should know (key knowledge) as a result of this instruction
- Specific to grade level



Competencies

- Describe what students should be able to do
- Key skills
- Specific to grade level



Essential Questions

- Questions connected to the SAS framework and are specifically linked to the Big Ideas
- Essential Questions should frame student inquiry, promote critical thinking, and assist in learning transfer



Vocabulary

- Key terminology linked to the Standards, Big Ideas, Concepts and Competencies in a specific content area and grade level



Curriculum Framework

Search by Subject Area and Grade Level

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area

-- Select Subject Area --

Select a Grade Level

-- Select a Grade Level --

Search

Search by Course

Search Curriculum Frameworks by Course

Select a Course

Select a Course

Search



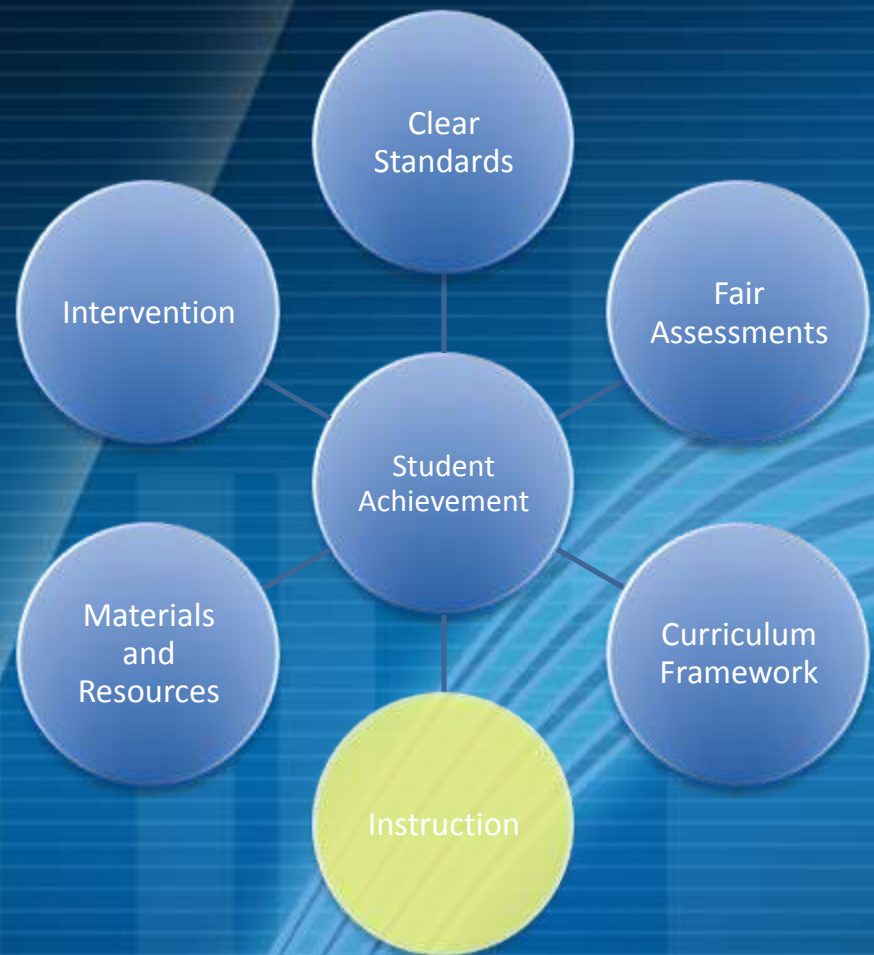
Curriculum Framework

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
<p><u>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</u></p> <p><u>Patterns exhibit relationships that can be extended, described, and generalized.</u></p> <p><u>Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.</u></p> <p><u>There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.</u></p> <p><u>Mathematical functions are relationships that assign each member of one set (domain) to a unique member of another set (range), and the relationship is recognizable across representations.</u></p> <p><u>Families of functions exhibit properties and behaviors that can be recognized across representations. Functions can be transformed, combined, and composed to create new functions in mathematical and real world situations.</u></p> <p><u>Bivariate data can be modeled with mathematical functions that approximate the data well and help us make predictions based on the data.</u></p> <p><u>Degree and direction of linear association between two variables is measurable.</u></p>	<p>How can we show that algebraic properties and processes are extensions of arithmetic properties and processes, and how can we use algebraic properties and processes to solve problems?</p>	<p>Functions and multiple representations</p> <p>Linear relationships: Equation and inequalities in one and two variables</p> <p>Linear system of equations and inequalities</p> <p>Analysis of one and two variable (univariate and bivariate) data</p>	<p>Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.</p> <p>Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.</p> <p>Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.</p> <p>Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.</p>	<p>2.1.A.1.A, 2.1.A.1.B, 2.1.A.1.C, 2.1.A.1.D, 2.1.A.1.E, 2.1.A.1.F, 2.2.A.1.C, A.1.1.1.1, A.1.1.1.2, A.1.1.1.3, A.1.1.1.4, A.1.1.1.5, A.1.2.1.1, A.1.2.2.1</p> <p>2.1.A.1.A, 2.1.A.1.B, 2.1.A.1.C, 2.1.A.1.D, 2.1.A.1.E, 2.1.A.1.F, 2.2.A.1.C, A.1.1.1.1, A.1.1.1.2, A.1.1.1.3, A.1.1.1.4, A.1.1.1.5, A.1.2.1.1, A.1.2.2.1</p> <p>2.1.A.1.A, 2.1.A.1.B, 2.1.A.1.C, 2.1.A.1.D, 2.1.A.1.E, 2.1.A.1.F, 2.2.A.1.C, A.1.1.1.1, A.1.1.1.2, A.1.1.1.3, A.1.1.1.4, A.1.1.1.5, A.1.2.1.1, A.1.2.2.1</p> <p>2.1.A.1.A, 2.1.A.1.B, 2.1.A.1.C, 2.1.A.1.D, 2.1.A.1.E, 2.1.A.1.F, 2.2.A.1.C, 2.8.A.1.B, A.1.1.1.1, A.1.1.1.2</p>

Curriculum Framework for Algebra I

Standards Aligned Systems

INSTRUCTION



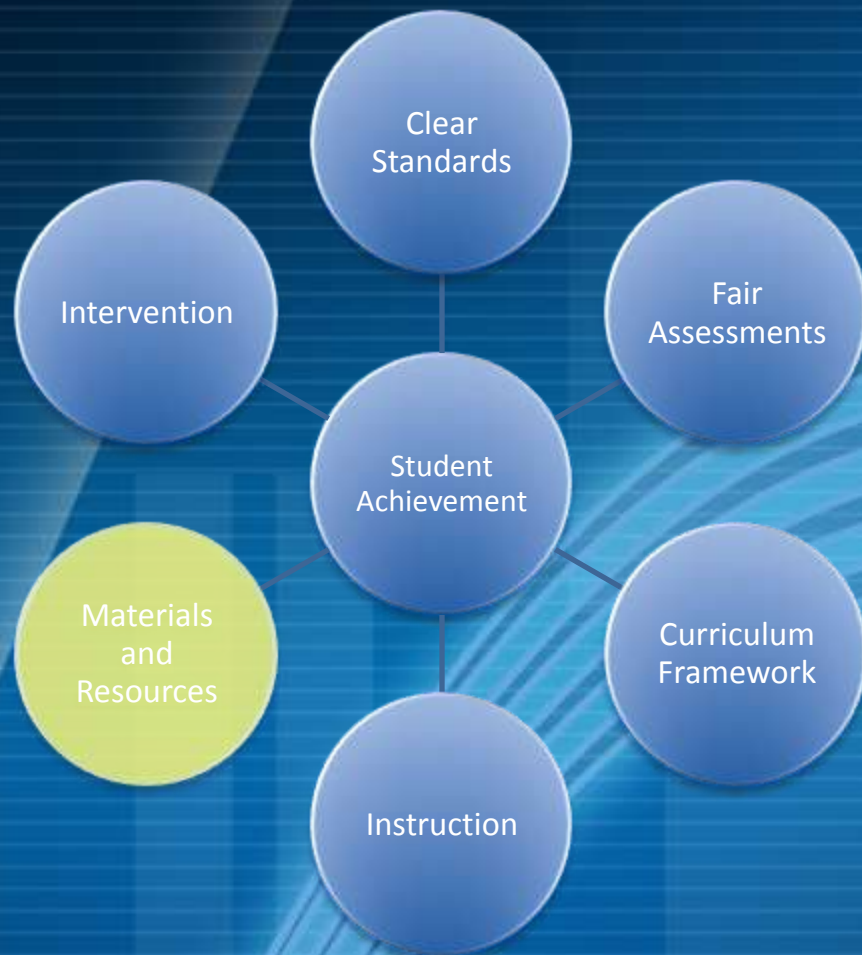


Instruction

- Teaching topics aligned with the Standards
- Ensuring the right level of challenge
- Focusing teaching based on the learning needs of each student
- Implementing instructional strategies to increase student achievement

Standards Aligned Systems

MATERIALS & RESOURCES





Materials and Resources

- Materials and resources include Voluntary Model Curriculum (VMC), incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards in curriculum frameworks for the four major content areas (mathematics, science, social studies, reading-writing-speaking-listening). Enter in keywords and select a subject and grade level or course to find related materials and resources



Materials and Resources

BASIC SEARCH

Keyword Search

Select a Grade Level

-- Select a Grade Level --



Search



Materials and Resources

ADVANCED SEARCH

Keyword Search

Search

Select a Grade Level

-- Select a Grade Level --



Select a Subject Area

-- Select Subject Area --



or

Select a Course

Select a Course



Search

Narrow your search results to include specific types of materials and resources by clicking on the check box in front of the content type.

☐

Lesson/Unit Plan

☐

Instructional Content

☐

Educational Resources

☐

Assessment

☐

Videos

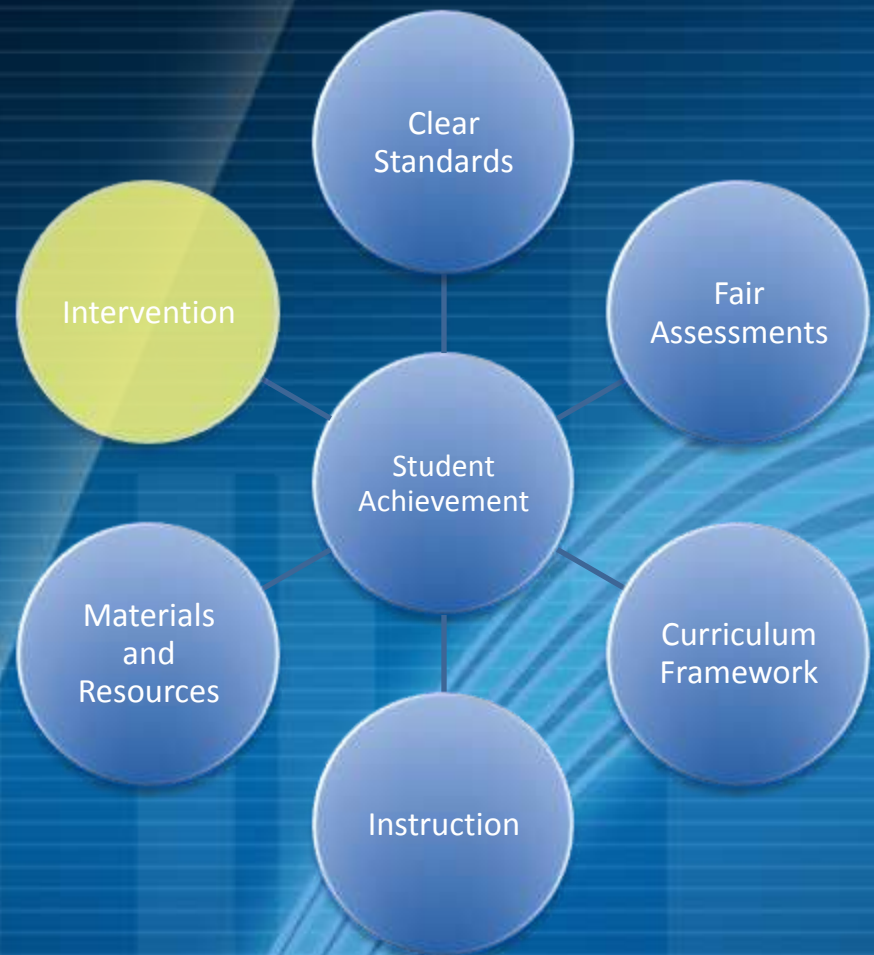
☐

Web-Based Content

Search

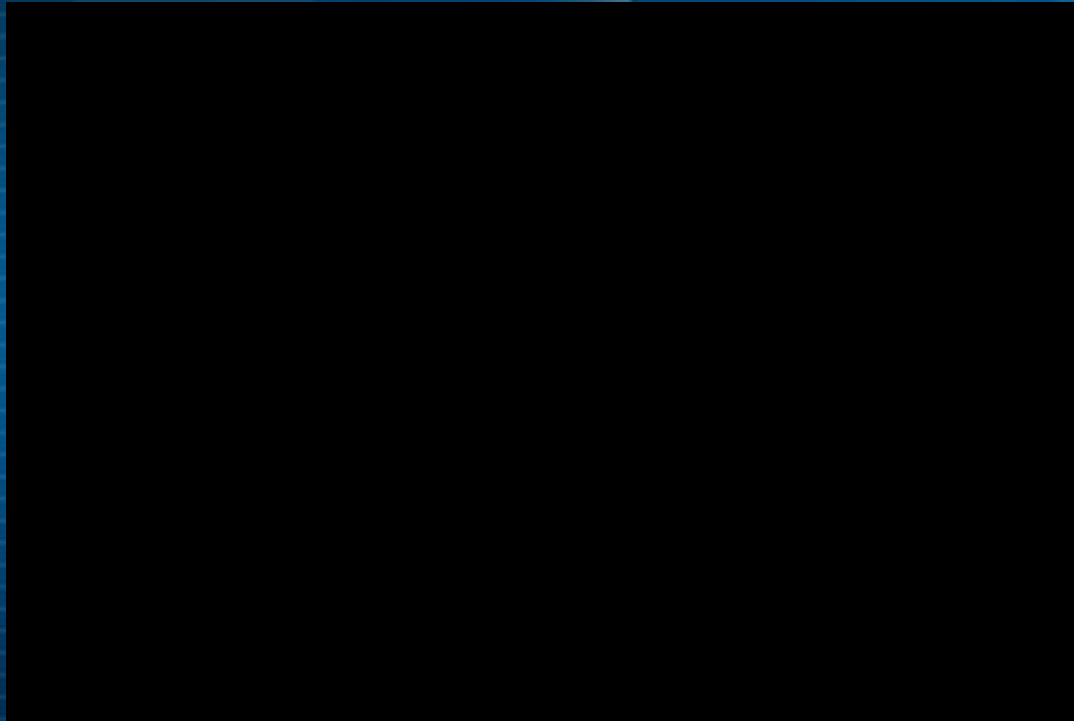
Standards Aligned Systems

INTERVENTION





Intervention



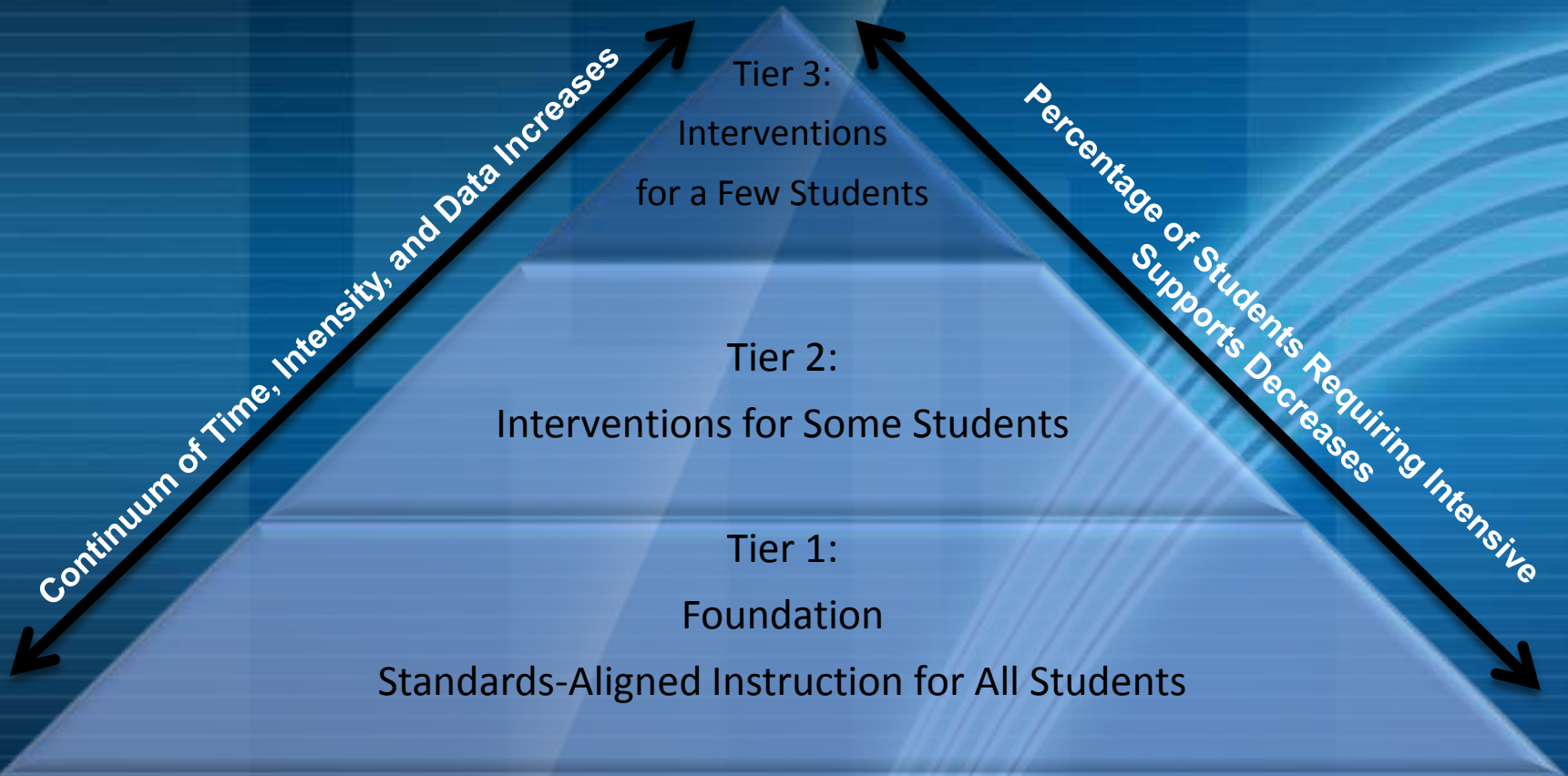


Intervention

- The purpose of interventions is to ensure students are provided with the standards based supports they need to meet/exceed grade level standards. A comprehensive system of interventions involves a graduated set of safety nets aligned to specific student needs and standards. Use these resources to access information and materials to support successful interventions.



Response to Instruction and Intervention





Key Principles

- Differentiated Instruction
 - Respectful and meaningful task
 - Flexible grouping
 - Teacher/students collaborate
 - Teachers value student difference
 - Content critical

Accommodations

- Changes the “how”
- Does not change what a student is expected to learn. Curriculum remains the same
- Students are taught to the grade level academic standards
- Students are assessed by the PSSA with accommodations

Modifications

- Changes the “what”
- Changes what a student is expected to learn
- Students may be taught grade level academic standards or the alternate standards
- Students may be assessed with PSSA-M or PASA



Students Vary

Readiness

Interest

Learning style

Teachers Vary

Process

Product

Content



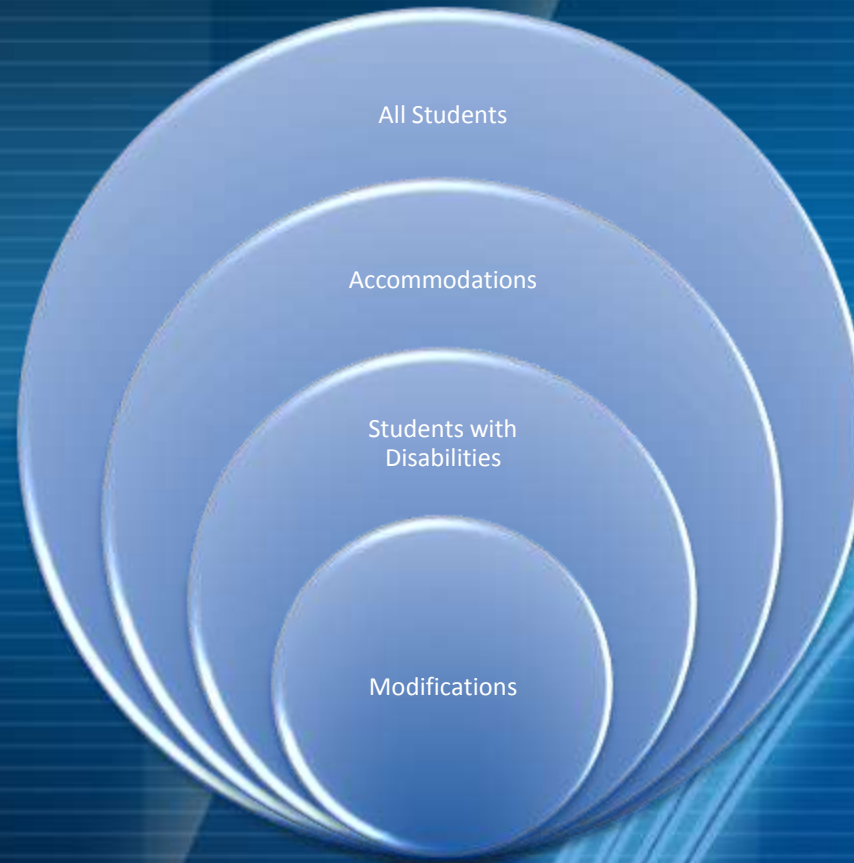
Differentiated Instruction

“...provides varied learning options in a classroom to make curriculum and instruction the best possible fit for learners who, though they have many things in common, differ in some important ways to one another.”

(Tomlinson, 1998)



Differentiating Instruction for all students





Universal Design for Learning calls for...

- Multiple means of representation to give learners various ways of acquiring information and knowledge
- Multiple means of action and expression to provide learners alternatives for demonstrating what they know
- Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation



Standards Aligned Systems

TEACHER TOOLS



Teacher Tools

- Welcome to PDE SAS. It is our goal to provide you with the latest updates on the Pennsylvania Academic Standards, the best educational resources for teaching and learning, and a complete set of tools to help you manage your communication with students and parents. Our site continues to grow based on feedback from educators like you. We welcome your feedback.



Teacher Tools

My Profile



Manage your account information.

My ePortfolio



Upload documents, videos, presentations, and more to your online portfolio.

My Website



Build your own professional classroom website

Admin Tools



SAS Application maintenance.